

# ERC General Education Requirements and Diversity Equity and Inclusion (DEI)



## Fall 2023 GE and DEI Sheet

[ERC General Education website](#)

\*Check your [degree audit](#) for missing GE requirements, and review your Academic History to avoid repeating a course

[General Transfers](#) must complete two approved 4-unit Regional Specialization courses from **the same** region. Both courses must be upper-division (numbered 100 or higher). One of the two courses must be taken for letter grade and the other course may be taken Pass/No Pass.

Review the **Transfer Agreements and GEs** page on the New Triton Advising page in the Virtual Advising Center

### REGIONAL SPECIALIZATION - AFRICA (COURSES MUST BE UPPER-DIVISION):

#### LITERATURE

##### **LTAF 120. Literature and Film of Modern Africa (4)**

This course traces the rise of modern literature in traditional African societies disrupted by the colonial and neocolonial experience. Contemporary films by African and Western artists will provide an additional insight into the complex social self-images of the continent. Students may not receive credit for both LTAF 120 and LTAF 120GS.

#### MUSIC

##### **MUS 150. Jazz & Music/African Diaspora (4)**

An in-depth writing and listening intensive investigation into a jazz or diaspora-related music history topic. Topics vary from year to year. May be repeated once for credit. **Prerequisites:** MUS 126/ETHN 178, or MUS 127/ETHN 179, or consent of instructor.

#### THEATRE AND DANCE

##### **TDMV 143. West African Dance (4)**

An introductory course that explores the history of West African cultures and diasporas through student research, oral presentation, dance movement, and performance. Contemporary African dances influenced by drum masters and performing artists from around the world are also covered. Course materials and services fees may apply. May be taken for credit three times. **Prerequisites:** upper-division standing.

### REGIONAL SPECIALIZATION – ASIA/PACIFIC: (COURSES MUST BE UPPER-DIVISION):

#### ANTHROPOLOGY

##### **ANSC 190. Yoga Practices (4)**

Yoga practices have recently gained dizzying popularity in the U.S. But how has yoga changed and transformed over time? How might we contextualize yoga practices in India and globally? This course is divided into two parts. First, we will do a close reading of philosophical texts about yoga, such as *The Yoga Sutras of Patanjali*. Second, we will examine yoga practices, including processes of commodification and popularization of yoga in the West. **Prerequisites:** upper-division standing.

#### CHINESE STUDIES

##### **CHIN 100AN. Third Year Chinese—Nonnative speakers I (4)**

Intermediate course of Chinese for students with no background. First course of third year of one-year curriculum that focuses on listening, reading, and speaking. Emphasizing the development of advanced oral, written competence, and aural skills in Mandarin. Topics include education, literature, history of Chinese language and society. Students may not receive duplicate credit for both CHIN 111 and CHIN 100AN. **Prerequisites:** CHIN 23, CHIN 20CN, or department stamp.

##### **CHIN 100AM. Third Year Chinese—Mandarin speakers I (4)**

Intermediate course of Chinese for students with background in Mandarin and other dialects. First course of third year of one-year curriculum that focuses on listening, reading, and speaking. Topics include education, literature, history of Chinese language and society. Students may not receive duplicate credit for both CHIN 111 and CHIN 100AM. **Prerequisites:** CHIN 23, CHIN 20CM or CHIN 20CD, or department stamp.

##### **CHIN 185A. Readings in Chinese Culture and Society (4)**

Designed for students who want advanced language skills, this course will enlarge students' vocabulary and improve students' reading skills through studies of original writings and other media on Chinese culture and society, past and present. **Prerequisites:** CHIN 113, CHIN 100CM, CHIN 100CN, or department stamp.

#### HISTORY

##### **HIEA 112. Japan: Mid-19<sup>th</sup> Century through U.S. Occupation**

Topics include the Meiji Restoration, nationalism, industrialization, imperialism, Taisho Democracy, and the Occupation. Special attention will be given to the costs as well as benefits of "modernization" and the relations between dominant and subordinated cultures and groups within Japan.

##### **HIEA 114. Postwar Japan (4)**

Examines social, cultural, political, and economic transformations and continuities in Japan since World War II. Emphases will differ by instructor.

##### **HIEA 171. Society and Culture in Premodern China (4)**

Explores premodern Chinese society and culture through the reading and discussion of classics and masterpieces in history. Examines how values and ideas were represented in the texts and how they differed, developed, or shifted over time. Requirements will vary for

undergraduate, MA, and PhD students. Graduate students are required to submit an additional paper. **Prerequisites:** upper-division or graduate standing, department stamp.

#### **HIEA 199. Independent Study in East Asian History (4)**

Directed reading for undergraduates under the supervision of various faculty members. **Prerequisites:** consent of instructor required.

### **JAPANESE STUDIES**

#### **JAPN 130A. Third-Year Japanese (5)**

This course will require students to gain knowledge, comprehend, evaluate, and discuss Japanese customs. Students will critically analyze and compare culture and customs of Japan and other countries. Course work includes student research on issues in Japanese society. **Prerequisites:** previous course or consent of instructor.

#### **JAPN 135A. Japanese for Professional Purposes (4)**

Training in oral and written communication skills for professional settings in Japanese. Broad aspects of cultural issues in Japanese organizations are introduced and comparison of American and Japanese cultural business patterns will be conducted. **Prerequisites:** JAPN 20C, or consent of instructor.

#### **JAPN 140A. Fourth-Year Japanese (4)**

This course will enable students to acquire advanced skills in speaking, listening, reading, and writing in the topics of globalization in language, food, and culture in Japan, the U.S., and other countries. **Prerequisites:** previous course or consent of instructor.

#### **JAPN 150A. Advanced Japanese (4)**

This course is for advanced-level Japanese language learners. Students will train to further develop their academic language skills through various discussion topics such as social, cultural, and political issues. **Prerequisites:** previous course or consent of instructor.

### **LINGUISTICS**

#### **Linguistics/Heritage Languages (LIHL) 112F. Filipino for Filipino Speakers (4)**

For students who comprehend informal spoken Filipino but wish to improve their communicative and sociocultural competence and their analytic understanding. Language functions for oral communication, reading, writing, and family life/festivals; dialect and language style differences; structure and history of Filipino. May not receive credit for both LIHL112 and LIHL112F. Courses may be taken in any order. **Prerequisites:** upper-division standing or consent of instructor; appropriate proficiency for level.

#### **Linguistics/Heritage Languages (LIHL) 114F. Vietnamese for Vietnamese Speakers (4)**

For students who comprehend informal spoken Vietnamese but wish to improve their communicative and sociocultural competence and their analytic understanding. Language functions for oral communication, reading, writing, and family life/festivals; dialect and language style differences; structure and history of Vietnamese. LIHL 114F, LIHL 114W, and LIHL 114P may be taken in any order. **Prerequisites:** upper-division standing or consent of instructor; appropriate proficiency for level.

#### **Linguistics/Heritage Languages (LIHL) 118. Cantonese for Cantonese Speakers (4)**

For students who already comprehend informal spoken Cantonese but wish to improve their communicative and sociocultural competence and their analytic understanding. Language functions for oral communication, reading, writing, and culture; dialect and language style differences; structure and history of Cantonese. Some speaking ability in Cantonese recommended. **Prerequisites:** upper-division standing or consent of instructor.

#### **Linguistics/Heritage Languages (LIHL) 124F. Intermediate Vietnamese for Vietnamese Speakers**

#### **Linguistics/Heritage Language (LIHL) 134F. Advanced Vietnamese for Vietnamese Speakers: See dept website for details:**

<http://ling.ucsd.edu/language/hlp-vietnamese.html>

#### **Linguistics/Heritage Languages (LIHL) 132F. Advanced Filipino for Filipino Speakers (4)**

Instruction stresses language function required for advanced oral communication, reading, writing, and cultural understanding in professional contexts, with emphasis on domestic culture. High-level vocabulary and texts; dialect differences and formal language styles (registers). Advanced structural analysis and history of Filipino. LIHL 132F, LIHL 132W, and LIHL 132P may be taken in any order. **Prerequisites:** upper-division standing or consent of instructor; appropriate proficiency for level.

#### **Linguistics/Heritage Languages (LIHL) 138. Advanced Cantonese for Cantonese Speakers (4)**

Instruction stresses language functions required for advanced oral communication, reading, writing, and cultural understanding in professional contexts. High-level vocabulary and texts; dialect differences and formal language styles (registers). Advanced structural analysis and history of Cantonese. **Prerequisites:** upper-division standing or consent of instructor.

### **LITERATURE**

#### **LTEA 110C. Contemporary Chinese Fiction in Translation (4)**

An introductory survey of representative texts produced after 1949 with particular emphasis on the social, cultural, and political changes. May be taken for credit up to three times as topics vary.

#### **LTEA 120B. Taiwan Films (4)**

A survey of "New Taiwan Cinema" of the eighties and nineties. Priority may be given to Chinese studies majors and literature majors. May be taken for credit up to three times as topics vary.

#### **LTEA 144. Korean American Literature (4)**

An examination of the experiences of the Korean diaspora linked to the historical contexts of modern Korea, Japan, the United States, and other countries. We will focus on literature both about Korea and the Korean immigrant experience written in the United States but will also read from and about other Korean diasporic contexts. May be taken for credit up to two times as topics vary.

### **POLITICAL SCIENCE**

#### **POLI 133A. Japanese Politics: A Developmental Perspective (4)**

This course will analyze the political systems of modern Japan in comparative-historical perspective.

### **SOCIOLOGY**

#### **SOCI 123. Japanese Culture Inside/Out: A Transnational Perspective (4)**

We examine cultural production in Japan and abroad, national and transnational political-economic and social influences, the idea of Japan in the West, and the idea of the West in Japan. **Prerequisites:** upper-division standing.

## VISUAL ARTS

### **VIS 103A. Contemporary Arts in South Korea (4)**

The course examines the theories and practices of contemporary art in South Korea. Highlighting the work of representative artists, we consider the role of the arts in modernization, the emergence of alternative arts spaces that promote the decentralization of cultural programs, and how governmental and corporate sponsorship has supported the national and global presence of South Korean art. This course is part of the Korean studies minor program. **Prerequisites:** upper-division standing.

### **VIS127P. Arts of Japan (4)**

Course is a survey of the visual arts of Japan, considering how the arts developed in the context of Japan's history and discussing how art and architecture were used for philosophical, religious, and material ends. Recommended preparation: VIS 21B. **Prerequisites:** upper-division standing.

### **VIS 128A–E. Topics in Art History and Theory (4)**

These lecture courses are on topics of special interest to visiting and permanent faculty. Topics vary from term to term and with instructor and many will not be repeated. These courses fulfill upper-division distribution requirements. As the courses under this heading will be offered less frequently than those of the regular curriculum, students are urged to check with the visual arts department academic advising office for availability and descriptions of these supplementary courses. Like the courses listed under VIS 129, below, the letters following the course number designate the general area in which the courses fall. Students may take courses with the same number but of different content, for a total of three times for credit. Recommended preparation: courses in art history (VIS 113AN–129F). **Prerequisites:** none.

## **REGIONAL SPECIALIZATION - EUROPE (COURSES MUST BE UPPER-DIVISON):**

### **HISTORY**

#### **HIEU 116B. Greece and the Balkans in the Age of Nationalism (4)**

This course examines the history of Greece and the Balkans (1683–1914). Topics covered: social and economic development in the eighteenth century, nationalism, independence wars, state-nation formation, interstate relations, the Eastern Question, rural society, urbanization, emigration, and the Balkan Wars. Students may not get credit for both HIEU 116B and HIEU 117A.

#### **HIEU 122. Ancient Greece from the Bronze Age to the Peloponnesian War (4)**

History of the Greek world from Minoans and Mycenaeans to the aftermath of the Persian Wars. It focuses on the rise of the polis, political developments in Athens and Sparta, and the confrontation with the Persian Empire.

#### **HIEU 140. European Women/Gender 1800-Present (4)**

This course explores the diverse history of women from the French Revolution to the present, with an emphasis on the variety of women's experience, the formation of gender identities, and the shifting relationship between gender and power over the course of the modern period. Topics include women and citizenship, science and gender, feminist movements, and the evolution of women's work.

#### **HIEU 154. Modern German History: From Bismarck to Hitler (4)**

An analysis of the volatile course of German history from unification to the collapse of the Nazi dictatorship. Focus is on domestic developments inside Germany as well as on their impact on European and global politics in the twentieth century.

### **HIEU 160. Topics in Ancient Greek History (4)**

Selected topics in ancient Greek history. May be taken for credit three times. **Prerequisites:** upper-division standing and department approval required.

### **HISC 107. The Emergence of Modern Science(4)**

Historical aspects of the popularization of science. The changing relation between expert science and popular understanding. The reciprocal impact of scientific discoveries and theories, and popular conceptions of the natural world.

## **LINGUISTICS**

### **LIGN 143. The Structure of Spanish (4)**

Surveys aspects of Spanish phonetics, phonology, morphology, and syntax. Topics include dialect differences between Latin American and Peninsular Spanish (both from a historical and contemporary viewpoint), gender classes, verbal morphology, and clause structure. **Prerequisites:** LIGN 101 or consent of instructor.

## **LITERATURE**

### **LTEU 140. Italian Culture in Translation (4)**

One or more periods and authors in Italian literature. Texts will be read in English. May be taken for credit up to three times as topics vary.

### **LTEU 154. Russian Culture (4)**

An introduction to Russia's past and present through the cross-disciplinary study of literature, the visual and performing arts, social and political thought, civic rituals, popular entertainments, values and practices from 1825 to the present. May be taken for credit up to three times as topics vary.

### **LTFR 104. Advanced French Reading and Writing (4)**

This course will help students transition from lower-division French language courses to upper-division literature courses through close work with original texts to develop comprehension, writing, and analytical skills. **Prerequisites:** LTFR 2C or consent of instructor.

### **LTGK 104. Greek Prose (4)**

Readings in Greek from ancient Greek prose. May be taken for credit up to four times as topics vary. **Prerequisites:** LTGK 1, 2, and 3

### **LTRU 150. Russian Culture (4)**

An introduction to Russia's past and present through the cross-disciplinary study of literature, the visual and performing arts, social and political thought, civic rituals, popular entertainments, values and practices from 1825 to the present. May be taken for credit up to three times as topics vary. **Prerequisites:** upper-division standing.

### **LTSP 100A. Advanced Spanish Reading and Writing (4)**

Advanced development of writing and reading skills in Spanish through the analysis of cultural production from Latin America and Spain. Introduction to literary and cultural analysis in preparation for upper-division Spanish literature courses and/or to the development of near-native writing and reading proficiency in Spanish. In addition, students will learn how to formulate formal and academic arguments in Spanish for more advanced research in Spanish. May be taken for credit up to three times as topics vary. **Prerequisites:** LTSP 2C.

### **LTSP 100B. Advanced Spanish Reading and Writing for the Humanities and the Social Sciences: Heritage Speakers (4)**

Advanced development of writing and reading skills in Spanish for heritage speakers through the analysis of cultural production from Latin America and Spain. Introduction to literary and cultural analysis in preparation for upper-division Spanish literature courses and/or to perfecting writing and reading proficiency in Spanish. In addition, students will learn how to formulate formal and academic arguments in Spanish as the basis for more advanced research in Spanish. May be

taken for credit up to three times as topics vary. *Prerequisites:* LTSP 2E.

## MUSIC

### **MUS 120A. History of Music in Western Culture I (4)**

First part of intensive historical, analytical, and cultural-aesthetic examination of music in Western culture from the ninth through the twenty-first centuries. Considers both sacred and secular repertoires, from Gregorian chant through early opera, c. 800–1600. *Prerequisites:* MUS 1C or 2C or passing grade on proficiency exam. Music majors should be enrolled concurrently in MUS 101A. Department stamp required for nonmajors.

## PHILOSOPHY

### **PHIL 110. History of Philosophy: Ancient (4)**

An examination of ancient Greek philosophy, focusing on major works of Plato and Aristotle. PHIL 10, PHIL 111, and PHIL 112 should be taken in order. *Prerequisites:* upper-division standing and department stamp or consent of instructor.

## POLITICAL SCIENCE

### **POLI 110A. Citizens and Saints: Political Thought from Plato to Augustine (4)**

This course focuses on the development of politics and political thought in ancient Greece, its evolution through Rome and the rise of Christianity. Readings from Plato, Aristotle, Augustine, Machiavelli, and others.

### **POLI 120E. Scandinavian Politics (4)**

Introduction to the politics and societies of the Scandinavian states (Denmark, Finland, Norway, and Sweden). Focuses on historical development, political culture, constitutional arrangements, political institutions, parties and interest groups, the Scandinavian welfare states, and foreign policy. *Prerequisites:* upper-division standing.

### **POLI 120G. British Politics (4)**

Emphasis will be placed on the interaction between British political institutions and processes and contemporary policy problems: the economy, social policy, foreign affairs. The course assumes no prior knowledge of British politics and comparisons with the United States will be drawn.

### **POLI 120H. European Integration (4)**

This course reviews the origins and development of the European Community/European Union and its institutions, theories of integration and the challenges inherent in the creation of a supranational political regime.

## VISUAL ARTS

### **VIS 121C. Art & Bible in the Middle Ages (4)**

This course will look at the many different ways the Bible was deployed in medieval visual culture from images to architecture and from narrative and symbolism to ritual. Our path will be charted by the major monuments of medieval art that take up our theme of the Bible, which will serve as exemplary guideposts in our trajectory through the Middle Ages. *Prerequisites:* upper-division standing.

### **VIS 122B. Baroque: Painters, Sculptors, Architects (4)**

This course will explore the baroque, through the lens of the lives of artists and architects who made it great: Rembrandt, Vermeer, Velasquez, Bernini, and Caravaggio, as well as the artists of the sixteenth century who served as a source of inspiration and point of departure for the great work of the baroque. The lives of these people interlocked on a number of different levels in order to create a visual culture that many regard as fundamental to the modern world. *Prerequisites:* upper-division standing.

## REGIONAL SPECIALIZATION – LATIN AMERICA (COURSES MUST BE UPPER-DIVISION):

## COMMUNICATION

### **COMM 104G. CMS: Latin America and the Caribbean (4)**

The development of media systems and policies in Latin America and the Caribbean. Debates over dependency and cultural imperialism. The news media and the process of democratization. Development of the regional television industry. *Prerequisites:* COMM 10.

## HISTORY

### **HILA 100. Conquest and Empire (4)**

Lecture-discussion survey of Latin America from the pre-Columbian era to 1825. It addresses such issues as the nature of indigenous cultures, the implanting of colonial institutions, native resistance and adaptations, late colonial growth and the onset of independence. Students may not receive credit for both HILA 100 and HILA 100D. +

### **HILA 121B. History of Brazil (4)**

This course examines factors that shed light on Brazil's label as a rising nation. In part, we will cover Brazil's two dictatorships, labor struggles, racial issues, immigration from Asia and Europe, environmental concerns, and emergence as economic and political powerhouse.

### **HILA 122. Cuba: From Colony to Socialist Republic (4)**

A lecture-discussion course on the historical roots of revolutionary Cuba, with special emphasis on the impact of the United States on the island's development and society.

### **HILA 162. Special Topics in Latin American History (4)**

Topics will vary from year to year or quarter to quarter. May be repeated for an infinite number of times due to the nature of the content of the course always changing. *Prerequisites:* consent of instructor.

## LATIN AMERICAN STUDIES

### **LATI 150. Digital Oral History in Latin America (4)**

An introduction to the theory and practice of digital oral history in Latin America. Students will be exposed to the history of orality in the region as a hybrid genre between literature, history, and ethnography. This class will provide a strong theoretical background on oral history as a constant presence in the Latin American cultural scene from the colonial chronicles to the political testimony. *Prerequisites:* LATI 50; upper-division standing.

### **LATI 180. Special Topics in Latin American Studies (4)**

Readings and discussion of substantive issues and research in Latin American studies. Topics may include the study of a specific society or a particular issue in comparative cross-national perspective. Topics will vary from year to year. *Prerequisites:* LATI 50 or permission of instructor, upper-division standing.



#### **LATI 190. Senior Seminar (4)**

Research seminar on selected topics in the study of Latin America; all students will be required to prepare and present independent research papers. (Honors students will present drafts of senior research theses, of no less than fifty pages in length; nonhonors students will present final versions of analytical papers of approximately twenty-five to forty pages in length.) **Prerequisites:** satisfactory completion of LATI 50 and a working knowledge of Spanish.

#### **LINGUISTICS**

##### **LIGN 143 The Structure of Spanish (4)**

Surveys aspects of Spanish phonetics, phonology, morphology, and syntax. Topics include dialect differences between Latin American and Peninsular Spanish (both from a historical and contemporary viewpoint), gender classes, verbal morphology, and clause structure. **Prerequisites:** LIGN 101 or consent of instructor.

#### **LITERATURE**

##### **LTAM 111. Comparative Caribbean Discourse (4)**

Comparative survey of Caribbean literatures from the Spanish, French, English, and Dutch Caribbean. Literary texts trace historical paradigms including the development of plantation slavery, emancipation, the quest for nationhood, migration, and transnational identities. Films and music may complement discussion.

##### **LTSP 100A. Advanced Spanish Reading and Writing (4)**

Advanced development of writing and reading skills in Spanish through the analysis of cultural production from Latin America and Spain. Introduction to literary and cultural analysis in preparation for upper-division Spanish literature courses and/or to the development of near-native writing and reading proficiency in Spanish. In addition, students will learn how to formulate formal and academic arguments in Spanish for more advanced research in Spanish. May be taken for credit up to three times as topics vary. **Prerequisites:** LTSP 2C.

##### **LTSP 100B. Advanced Spanish Reading and Writing for the Humanities and the Social Sciences: Heritage Speakers (4)**

Advanced development of writing and reading skills in Spanish for heritage speakers through the analysis of cultural production from Latin America and Spain. Introduction to literary and cultural analysis in preparation for upper-division Spanish literature courses and/or to perfecting writing and reading proficiency in Spanish. In addition, students will learn how to formulate formal and academic arguments in Spanish as the basis for more advanced research in Spanish. May be taken for credit up to three times as topics vary. **Prerequisites:** LTSP 2E.

##### **LTSP 135A. Mexican Literature Before 1910 (4)**

Explores the relationships among cultural production, politics, and societal changes in Mexico before the 1910 Revolution, specifically the roles of intellectuals and popular culture in nation-building and modernization. Readings may include didactic literature and historiographic writings, forms of popular discourse, as well as novels and poetry. May be taken for credit up to two times as topics vary. **Prerequisites:** LTSP 100A or 100B, or consent of instructor.

##### **LTSP 172. Indigenista Themes in Latin American Literature (4)**

Study of the literary modes by which nineteenth- and twentieth-century authors have interpreted the themes of indigenous survival and resistance in Latin America, primarily in Mexico and the Andean region. May be taken for credit up to two times as topics vary. **Prerequisites:** LTSP 100A or 100B, or consent of instructor.

#### **POLITICAL SCIENCE**

##### **POLI 134D. Selected Topics in Latin American Politics (4)**

A comparative analysis of contemporary political issues in Latin America. Material to be drawn from two or three countries. Among the topics: development, nationalism, neoimperialism, political change. May be taken for credit two times. **Prerequisites:** upper-division standing.

#### **THEATRE AND DANCE**

##### **TDMV 142. Latin Dance of the World (4)**

To develop an appreciation and understanding of the various Latin dances. Emphasis on learning basic social dance movement vocabulary, history of Latin cultures, and use of each dance as a means of social and economic expression. May be taken for credit three times. **Prerequisites:** upper-division standing.

#### **VISUAL ARTS**

##### **VIS 126E. Indigenisms I: The Making of the Modern, Nineteenth, Century to Mid-Twentieth Century**

This course provides a critical revision to art history of the modern era in the Americas by bringing to the center, as an organizing principle, an expanded understanding and critique of the notion of indigenism. Presenting evidence that the constant iteration of the problem of representation of indigeneity and the indigenous is persistent across the region following a network of exchanges and contacts across art movements and political contexts. **Prerequisites:** upper-division standing.

#### **REGIONAL SPECIALIZATION – MIDDLE EAST (COURSES MUST BE UPPER-DIVISION):**

#### **ANTHROPOLOGY**

##### **ANAR 116. Sea Level Change – The Israel Case in World Perspective (4)**

This course provides students with a broad understanding of the most current sea level change research that has been conducted around the globe. Students will be introduced to the general terminology used in this field, coastal shallow marine and deep-sea sea level indicators, and their degree of uncertainty, along with corresponding dating methods. An emphasis will be given to sea-level studies conducted in Israel and neighboring lands. **Prerequisites:** upper-division standing.

#### **HISTORY (not on list but seem related)**

##### **HINE 128. History of the Middle East: The Early Medieval Period (4)**

This class covers the history of the Middle East and the larger Mediterranean world from 500 to 1000. It surveys the late antique world in the sixth century and the birth of Islam, the rise of the early Islamic empires stretching from Central Asia to Spain, and the creation of a larger Arabo-Islamic culture in the Abbasid Empire.

##### **HINE 137. Two Peoples-Palestine/Israel (4)**

(new FA23 course—course description is not available)

#### **JEWISH STUDIES**

##### **JWSP 104. Practicum in Advanced Hebrew (4)**

Students will read texts and/or view films on a particular topic (topics will rotate on a four-year cycle) in the original Hebrew. Students will build skills in translating from Hebrew to English, in advanced grammar, and will cover a topic related to either modern Israel or pre-1948 Hebrew language literature and thought. The Hebrew lecturer will

accommodate students with a basic knowledge of Hebrew, and will offer supplementary assignments for advanced students.

## **LINGUISTICS**

### **Linguistics/Heritage Languages (LIHL) 117F. Persian for Persian Speakers (4)**

For students who comprehend informal spoken Persian but wish to improve their communicative and sociocultural competence and their analytic understanding. Language functions for oral communication, reading, writing, and family life/festivals; dialect and language style differences; structure and history of Persian. LIHL 117F, LIHL 117W, and LIHL 117P may be taken in any order. **Prerequisites:** upper-division standing or consent of instructor; appropriate proficiency for level.

## **REGIONAL SPECIALIZATION – MULTICULTURALISM IN NORTH AMERICA (COURSES MUST BE UPPER-DIVISION):**

## **ANTHROPOLOGY**

### **ANBI 131. Biology and Culture of Race (4)**

This course examines conceptions of race from both evolutionary and sociocultural perspectives. We will examine current patterns of human genetic variation and critically determine how these patterns map onto current and historic conceptions of race in the United States, and abroad. We will also explore the social construction of race throughout US history, the use of racial categories in biomedicine today, and consequences of racism and discrimination on health. **Prerequisites:** upper-division standing.

### **ANTH 105. Climate Change, Race, and Inequality (4)**

This course introduces students to the ways in which climate change exacerbates environmental racism and inequality. We will consider the ways that structural violence and discriminatory policies create environmental inequalities where marginalized communities take on more of the risk and burdens of climate change. We will address community organizing and social justice efforts to combat the systems of power that unevenly distribute the burdens of climate change to marginalized communities. **Prerequisites:** upper-division standing.

## **COMMUNICATION**

### **COMM 102C. MMPP: Practicum in New Media and Community Life (6)**

A combined lecture/lab in a specially designed after-school setting in southeastern San Diego working with children and adults. Students design new media and produce special projects, and explore issues related to human development, social justice, and community life. May be taken for credit three times. **Prerequisites:** none

## **COMPUTER SCIENCE**

### **CSE 194. Race, Gender, and Computing (4)**

This course explores the challenges of diversity, equity, and inclusion (DEI) in computing and technology through an introduction to and analysis of various social constructs and their impact on not only computing-related organizations, but also the technologies developed and the people affected by them. This course also introduces students to cultural competence in the context of computing. **Prerequisites:** AAS 10 or CSE 12 or ECE 35 or ETHN 3 or HILD 7A or LTEN 27 and CAT 125 or CAT 125R or CAT 3 or DOC 3 or HUM 2 or MCWP 125 or

MCWP 125R or MCWP 50 or MCWP 50R or MMW 121 or MMW 121R or MMW 122 or MMW 13 or SYN 2 or WCWP 100 or WCWP 10B.

## **DIMENSIONS OF CULTURE**

### **DOC 100D. Dimensions of Culture: Promises and Contradictions in US Culture (4)**

This course provides a broad overview of key historical contradictions in US history and explores the origins of social stratifications and movements. Students acquire tools for analyzing national tensions. Central aspects include slavery, women's rights, and rising corporate power. Course introduces concepts at the intersections of class, gender, religion, race, and sexuality. Students learn to analyze and discuss complex historical/societal artifacts. Designed for two student sectors: 1) Marshall College transfer students who have not taken the DOC sequence, and 2) Transfer and other upper-division students from all seven colleges who want to fulfill the campuswide diversity requirement. **Prerequisites:** upper-division standing and completion of college writing.

## **EDUCATION STUDIES**

### **EDS 112. Urban Education in the US (4)**

Students will read, discuss, and analyze past and present urban education demographics, resources, policies, practices, and outcomes to deepen their knowledge and critique of issues in urban education. **Prerequisites:** upper-division standing.

### **EDS 117. Language, Culture, and Education (4)**

(Same as SOCI 117) The mutual influence of language, culture, and education will be explored; explanations of students' school successes and failures that employ linguistic and cultural variables will be considered; bilingualism and cultural transmission through education. Students may not receive credit for EDS 117 and SOCI 117 and EDS 117GS. **Prerequisites:** upper-division standing.

### **EDS 125. History, Politics, and Theory of Bilingual Education (4)**

This course provides a historical overview and models of bilingual education in the United States. Students will examine socio-cultural, theoretical, and policy issues associated with native language and second-language instruction, and legal requirements for public bilingual program.

### **EDS 126. Social Organization of Education (4)**

(Same as SOCI 126) The social organization of education in the United States and other societies; the functions of education for individuals and society; the structure of schools; educational decision making; educational testing; socialization and education; formal and informal education; cultural transmission. **Prerequisites:** upper-division standing.

### **EDS 130. Introduction to Academic Mentoring of Elementary/School Students (4)**

This course focuses on the role of undergraduate mentors in raising academic expectations for students and families traditionally underrepresented at the university. The relationship between the school and community, the social and political organization of elementary schools, and the academic achievement of elementary children are examined. **Prerequisites:** department approval required; EDS 139 must be taken as a corequisite.

### **EDS 131. Early Childhood Development and Education (4)**

This course investigates early child development (birth through eight years) and education and the role of high-quality early education on reducing inequities among diverse populations. Field experience and

seminar focus on applying research and theory to experiences in early childhood classrooms (P-3). **Prerequisites:** department approval. Students will need to fill out a placement form prior to getting approval to enroll in EDS 131. This form provides the course instructor with information to make the appropriate field placement; EDS 139 must be taken as a corequisite.

#### **EDS 136. Introduction to Academic Tutoring of Secondary School Students (4)**

This course focuses on the role of undergraduate tutors in building academic resiliency in secondary students traditionally underrepresented at the university. The relationship between the school and community, the social and political organization of secondary schools, the philosophical, sociological, and political issues which relate to the US secondary educational system, and the academic achievement of secondary children are examined. **Prerequisites:** department approval required; EDS 139 must be taken as a corequisite.

### **ETHNIC STUDIES**

#### **ETHN 103. Environmental Racism (4)**

This course will examine the concept of environmental racism, the empirical evidence of its widespread existence, and the efforts by government, residents, workers, and activists to combat it. We will examine those forces that create environmental injustices in order to understand its causes as well as its consequences. Students are expected to learn and apply several concepts and social scientific theories to the course material.

#### **ETHN 109. Race, Space, and Segregation (4)**

This course explores collective mobilizations for resources, recognition, and power by members of aggrieved racialized groups, past and present. Emphasis will be placed on the conditions that generate collective movements, the strategies and ideologies that these movements have developed, and on the prospect for collective mobilization for change within aggrieved communities in the present and future.

#### **ETHN 110. Cultural Worldviews of Indigenous America (4)**

Places Native Americans/indigenous people's ways of living, knowing, and understanding the world in relation to settler-immigrant societies in North America. Students gain analytical tools for thinking about world views through themes of cosmology, land, kinship, and identity formation.

#### **ETHN 111. Native American Literature (4)**

This course analyzes Native American written and oral traditions. Students will read chronicles and commentaries on published texts, historic speeches, trickster narratives, oratorical and prophetic tribal epics, and will delve into the methodological problems posed by tribal literature in translation.

#### **ETHN 121R. Contemporary Asian American History (4)**

This online course will study changes in Asian American communities as a result of renewed immigration since 1965; the influx of refugees from Southeast Asia; and the economic impact of contemporary social movements on Asian Americans' current economic, social, and political status. Students may not receive credit for both ETHN 121R and ETHN 121.

#### **ETHN 122. Asian American Culture and Identity (4)**

A survey of Asian American cultural expressions in literature, art, and music to understand the social experiences that helped forge Asian American identity. Topics: culture conflict, media portrayals, assimilation pressures, the model minority myth, and interethnic and class relations.

#### **ETHN 125R. Asian American History (4)**

(Cross-listed with HIUS 124.) Explore how Asian Americans were involved in the political, economic and cultural formation of United States society. Topics include migration; labor systems; gender, sexuality and social organization; racial ideologies and anti-Asian movements; and nationalism and debates over citizenship.

#### **ETHN 140A. Refugee in San Diego (4)**

San Diego, California has the distinction of being home to one of the largest concentrations of refugees in the United States. Through this course, students will learn when, how, and why refugees from all over the world have resettled in San Diego and how they have adjusted to their local environments. Students will also have an opportunity to work with local refugee communities.

#### **ETHN 149. African American History in the Twentieth Century (4)**

(Cross-listed with HIUS 139.) This course examines the transformation of African America across the expanse of the long twentieth century: imperialism, migration, urbanization, desegregation, and deindustrialization. Special emphasis will be placed on issues of culture, international relations, and urban politics.

#### **ETHN 166. Arab/Muslim American Identity and Culture (4)**

(Cross-listed with LTEN 179.) This class explores (self) representations of Muslim and Arab Americans in US popular culture with a focus on the twentieth and twenty-first centuries. Topics include the racing of religion, "the war on terror" in the media, feminism and Islam, immigration, race, and citizenship. May be repeated for credit three times when content varies.

#### **ETHN 174. Themes in Afro-American Literature (4)**

(Cross-listed with LTEN 179.) This class explores (self) representations of Muslim and Arab Americans in US popular culture with a focus on the twentieth and twenty-first centuries. Topics include the racing of religion, "the war on terror" in the media, feminism and Islam, immigration, race, and citizenship. May be repeated for credit three times when content varies.

#### **ETHN 178R. Blues: An Oral Tradition (4)**

(Cross-listed with MUS 126.) This course will examine the development of the blues from its roots in work-songs and the minstrel show to its flowering in the Mississippi Delta to the development of urban blues and the close relationship of the blues with jazz, rhythm and blues, and rock and roll.

#### **ETHN 179. Discover Jazz (4)**

(Cross-listed with MUS 127.) Offers an introduction to jazz, including important performers and their associated styles and techniques. Explores the often-provocative role jazz has played in American and global society, the diverse perceptions and arguments that have surrounded its production and reception, and how these have been inflected by issues of race, class, gender, and sexuality. Specific topics vary from year to year. May be taken for credit two times. Students may receive a combined total of eight units for MUS 127 and ETHN 179.

#### **ETHN 187. Latinx Sexualities (4)**

(Cross-listed with CGS 187.) The construction and articulation of Latinx sexualities will be explored in this course through interdisciplinary and comparative perspectives. We will discuss how immigration, class, and norms of ethnicity, race, and gender determine the construction, expression, and reframing of Latinx sexualities.

### **HISTORY**

#### **HILA 100A. History of Native Americans in the United States II (4)**

This course examines the history of the Native Americans in the United States with emphasis on the lifeways, mores, warfare, cultural

adaptation, and relations with the United States from 1870 to the present.

**HITO 136. History of Native Americans in the United States II (4)**

This course examines the history of the Native Americans in the United States with emphasis on the lifeways, mores, warfare, cultural adaptation, and relations with the United States from 1870 to the present.

**HIUS 108B. History of Native Americans in the United States II (4)**

This course examines the history of the Native Americans in the United States with emphasis on the lifeways, mores, warfare, cultural adaptation, and relations with the United States from 1870 to the present.

**HIUS 139. Sex and Gender from the Renaissance to the French Revolution (4)**

This course places gender and sexuality at the center of European history from the Renaissance to the French Revolution. We examine the distinct roles that men and women played in the period's major events. We track how practices and understandings of gender and sexuality shifted during the four centuries between 1500 and 1800.

**HIUS 155. From Zoot Suits to Hip-Hop: Race and Popular Culture since World War II (4)**

Tracing popular cultural production and consumption in the United States since World War II. It historicizes popular culture as an arena where social relations are negotiated and where race, class, and gender identities are constructed, transformed, and contested.

**LINGUISTICS**

**LIGN 143. The Structure of Spanish (4)**

Surveys aspects of Spanish phonetics, phonology, morphology, and syntax. Topics include dialect differences between Latin American and Peninsular Spanish (both from a historical and contemporary viewpoint), gender classes, verbal morphology, and clause structure. *Prerequisites:* LIGN 101 or consent of instructor.

**LITERATURE**

**LTEA 144. Korean American Literature and Other Literatures of Korean Diaspora (4)**

An examination of the experiences of the Korean diaspora linked to the historical contexts of modern Korea, Japan, the United States, and other countries. We will focus on literature both about Korea and the Korean immigrant experience written in the United States but will also read from and about other Korean diasporic contexts. May be taken for credit up to two times as topics vary.

**LTEN 179. Topics: Arab/Muslim American Identity and Culture Media (4)**

This class explores (self) representations of Muslim and Arab Americans in US popular culture with a focus on the twentieth and twenty-first centuries. Topics include the racing of religion, "the war on terror" in the media, feminism and Islam, immigration, race, and citizenship. May be taken for credit up to three times as topics vary.

**LTEN 181. Asian American Literature (4)**

Selected topics in the literature by men and women of Asian descent who live and write in the United States. LTEN 181 and ETHN 124 may be taken for credit for a combined total of two times.

**LTEN 185. Themes in African American Literature (4)**

An intensive examination of a characteristic theme, special issue, or period in African American literature. May be taken for credit up to three times as topics vary.

**LTCS 131. Topics in Queer Cultures/Queer Subcultures (4)**

This course examines the intersection of sex, sexuality, and popular culture by looking at the history of popular representations of queer sexuality and their relation to political movements for gay and lesbian rights. May be taken for credit up to three times as topics vary.

**LTSP 100A. Advanced Spanish Reading and Writing (4)**

Advanced development of writing and reading skills in Spanish through the analysis of cultural production from Latin America and Spain. Introduction to literary and cultural analysis in preparation for upper-division Spanish literature courses and/or to the development of near-native writing and reading proficiency in Spanish. In addition, students will learn how to formulate formal and academic arguments in Spanish for more advanced research in Spanish. May be taken for credit up to three times as topics vary. *Prerequisites:* LTSP 2C.

**LTSP 100B. Advanced Spanish Reading and Writing for the Humanities and the Social Sciences: Heritage Speakers (4)**

Advanced development of writing and reading skills in Spanish for heritage speakers through the analysis of cultural production from Latin America and Spain. Introduction to literary and cultural analysis in preparation for upper-division Spanish literature courses and/or to perfecting writing and reading proficiency in Spanish. In addition, students will learn how to formulate formal and academic arguments in Spanish as the basis for more advanced research in Spanish. May be taken for credit up to three times as topics vary. *Prerequisites:* LTSP 2E.

**MUSIC**

**MUS 126R. Blues: An Oral Tradition (4)**

This course will examine the development of the Blues from its roots in work-songs and the minstrel show to its flowering in the Mississippi Delta to the development of Urban Blues and the close relationship of the Blues with Jazz, Rhythm and Blues, and Rock and Roll. (Cross-listed with ETHN 178.) *Prerequisites:* none.

**MUS 127. Discover Jazz (4)**

Offers an introduction to jazz, including important performers and their associated styles and techniques. Explores the often-provocative role jazz has played in American and global society, the diverse perceptions and arguments that have surrounded its production and reception, and how these have been inflected by issues of race, class, gender, and sexuality. Specific topics vary from year to year. (Cross-listed with ETHN 179.) *Prerequisites:* none.

**MUS 137A. Jazz Theory and Improvisation (4)**

Study of jazz theory and improvisation, focused on fundamental rhythmic, harmonic, melodic, and formal aspects of modern jazz style. Application of theoretical knowledge to instruments and concepts will be reinforced through listening, transcription work, and composition and improvisation exercises. First course of a yearlong sequence. *Prerequisites:* MUS 2A-B-C, proficiency exam, or consent of instructor.

**MUS 150. Jazz and the Music of the African Diaspora: Special Topics Seminar (4)**

An in-depth writing and listening intensive investigation into a jazz or diaspora-related music history topic. Topics vary from year to year. May be repeated once for credit. *Prerequisites:* MUS 126/ETHN 178, or MUS 127/ETHN 179, or consent of instructor.

**POLITICAL SCIENCE**

**POLI 104N. Race and Law (4)**

Has the law helped end or contributed to racism in the United States? This course will explore the law of Slavery, Segregation, and



Immigration, and study Equal Protection, Affirmative Action, and Criminal Justice (including hate crimes and First Amendment implications).

## **SOCIOLOGY**

### **SOCI 117. Language, Culture, and Education (4)**

(Same as EDS 117.) The mutual influence of language, culture, and education will be explored; explanations of students' school successes and failures that employ linguistic and cultural variables will be considered; bilingualism; cultural transmission through education. *Prerequisites:* upper-division standing. Will not receive credit for SOCI 117 and SOCB 117.

### **SOCI 125. Sociology of Immigration (4)**

Immigration from a comparative, historical, and cultural perspective. Topics include factors influencing amount of immigration and destination of immigrants; varying modes of incorporation of immigrants; immigration policies and rights; the impact of immigration on host economies; refugees; assimilation; and return migration. *Prerequisites:* upper-division standing. Will not receive credit for SOCI 125 and SOCB 125.

### **SOCI 126. Social Organization of Education (4)**

Immigration from a comparative, historical, and cultural perspective. Topics include factors influencing amount of immigration and destination of immigrants; varying modes of incorporation of immigrants; immigration policies and rights; the impact of immigration on host economies; refugees; assimilation; and return migration. *Prerequisites:* upper-division standing. Will not receive credit for SOCI 125 and SOCB 125.

### **SOCI 127. Immigration, Race, and Ethnicity (4)**

Examination of the role that race and ethnicity play in immigrant group integration. Topics include theories of integration, racial and ethnic identity formation, racial and ethnic change, immigration policy, public opinion, comparisons between contemporary and historical waves of immigration. *Prerequisites:* upper-division standing. Will not receive credit for SOCI 127 and SOCB 127.

### **SOCI 138. Genetics and Society (4)**

The class will first examine the direct social effects of the "genetic revolution": eugenics, genetic discrimination, and stratification. Second, the implications of thinking of society in terms of genetics, specifically—sociobiology, social Darwinism, evolutionary psychology, and biology. *Prerequisites:* upper-division standing. Will not receive credit for SOCI 138 and SOCC 138.

## **THEATRE & DANCE**

### **TDGE 127. The Films of Spike Lee (4)**

(new FA23 course—course description is not available)

### **TDHT 109. African American Theatre (4)**

This course provides a survey of the contributions to the theatre arts made by African Americans. Analytic criteria will include the historical context in which the piece was crafted; thematic and stylistic issues; aesthetic theories and reception. TDHT 109 is an approved Diversity, Equity, and Inclusion (DEI) course. No prior knowledge in theatre history is needed. *Prerequisites:* upper-division standing or consent of instructor.

### **TDMV 130. Beginning Hip-Hop (4)**

Designed to provide training in the technique of jazz dance, while placing the art form in its historical context as an American vernacular form. Builds an intermediate technical jazz level with a focus on style, musicality, dynamics, and performance. May be taken for credit six

times. *Prerequisites:* TDMV 3 or consent of instructor.

### **TDMV 138. Intermediate Jazz (4)**

An introduction to the basic technique of hip-hop, studied to enhance an understanding of the historical cultural content of the American form hip-hop and street dances in current choreography. May be taken for credit four times. *Prerequisites:* upper-division standing.

## **VISUAL ARTS**

### **VIS 152D. Identity Through Transnational Cinemas (4)**

Transnational Cinemas examine how US identities and film cultures have been forged through stories of exile, diaspora, and racial and sexual discrimination as well as cultural conflicts that have resonated here and abroad in the global film and media culture of the last century. Program or materials fees may apply. *Prerequisites:* upper-division standing.

Visit the [Diversity, Equity, and Inclusion \(DEI\) website](#) for the approved courses as Multiculturalism in North America courses overlap with the DEI requirement.

## **DIVERSITY, EQUITY, AND INCLUSION (DEI)**

**The DEI is a University requirement that all UC San Diego students must complete to graduate.**

This requirement shall be satisfied by passing, with a grade no lower than C- or P, a one-quarter, four-unit course expressly approved by the Committee on Educational Policy for that purpose.

We recommend an upper division DEI course (courses numbered 100-199) on the [DEI Course Offerings per Quarter](#) webpage.

**\*\*DEI (upper division) requirement may overlap with the General Education: Regional Specialization-Multiculturalism in North America.**